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ABSTRACT

A model for expansion of educational objectives beyond the usual narrow focus on low-level cognitive abilities and the transmission of facts is suggested. A brief definition of the three domains--psychomotor (doing), cognitive (thinking), and affective (feeling)--is given, and it is pointed out that affect (Feelings) is present with either cognitive or psychomotor activity. The two dimensions of experience (positive or negative) are related to the responsibility of educators to provide positive experience for the student by building on what is meaningful to the individual student. Krathwohl, Bloom, and Masia's classification of affective objectives is then briefly discussed in relation to the two dimensions of experience. The dynamic aspects of the self are discussed and presented in a taxonomy of affective behavior. The objects of affect frequently found in education are listed as (1) Self, (2) Others, (3) Society, (4) Learning, (5) Work, (6) Leisure Time, (7) Aesthetics, (8) The Natural World, and (9) Life. The need to determine what characteristics are important or essential to the well being of the individual and society and the behaviors associated with these characteristics, as well as the conditions and kinds of experiences necessary for their development, are pointed out. The implications of the model for education are that schools need to focus less on controlling the student and more on helping him develop self-direction and self-control. (For related documents, see TM 002 183-185.) (DB)

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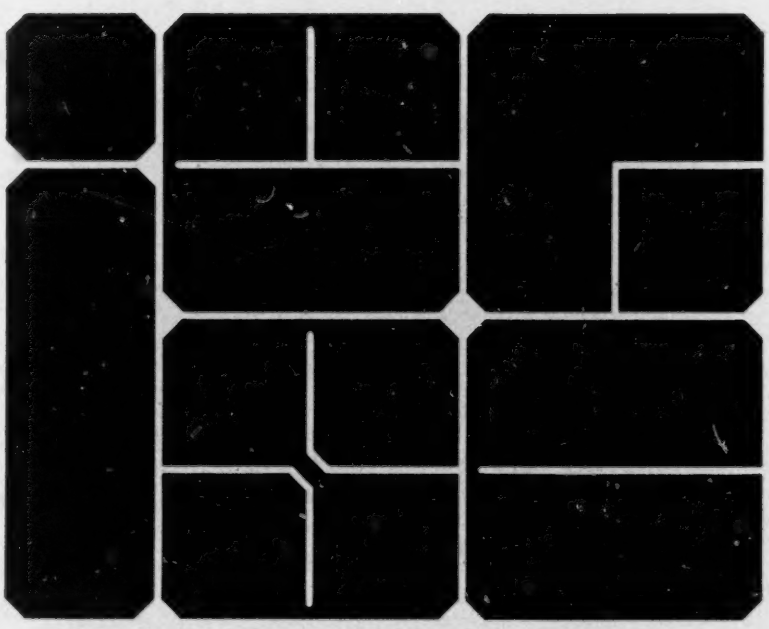

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TOWARD A DEFINITION

OF

AFFECT IN EDUCATION

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PREFACE

The Interstate Educational Resource Service Center (IERSC) was established in 1970 to serve the states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming. The policy under which the Center operates is determined by a Board of Directors made up of the Chief State School Officer from each of the participating states. The funding is provided by contributions from each of the states, and a grant from the U.S. Office of Education under Section 505 of Title V, ESEA.

The Center's priority project, determined by the Board of Directors, is to provide support to the eight states in the identification and specification of affective goals and objectives (self-concept, attitudes, values, motivation, interpersonal effectiveness, social concern and responsibility, etc.), and assistance in the developmental procedures, techniques, and instruments for assessing affective outcomes or conditions which facilitate or inhibit affective growth and development.

This paper is one of a series of publications prepared to serve as resources for schools interested in affective education. Its purpose is to provide a more comprehensive definition of the affective domain to serve as the basis for the development of more meaningful objectives and more effective programs.

Other papers related to Affective Education available through IERSC are (1) "Affective Goals of Education," (2) "Beyond Behavioral Objectives," (3) Measurement in Support of Affective Education," (4) "Affective Priorities in Education," and (5) a paper not written as a part of this project but of interest to persons engaged in Affective/Humanistic education--"Participative Education and the Inevitable Revolution," a reprint from the Journal of Creative Behavior.

TOWARD A DEFINITION OF AFFECT IN EDUCATION

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The purpose of this paper is to suggest a model for expansion of educational objectives beyond the usual narrow focus on low level cognitive abilities and the transmission of facts. In education we commonly divide human behavior into three domains--psychomotor, cognitive, and affective. There would be no particular reason for doing this, if it were not for the unfortunate fact that education has traditionally assumed a major responsibility for the student's cognitive development, some responsibility for psychomotor development, but very little for affective development. Perhaps if we can define the affective domain to identify what has been most neglected in education, we can forget these terms and focus on the obligation and responsibility for development of the total person. First a brief definition of the three domains:

PSYCHOMOTOR (Doing) - Behavior that has to do with physical (neuromuscular) skills, ability, action, coordination, control, etc.

COGNITIVE (Thinking) - Behavior that has to do with storing and processing of information, facts, formulas, and ideas. Bloom's taxonomy[1] of the cognitive domain is useful in developing or evaluating cognitive objectives:

1. Knowledge - Recognizing, memorizing, and recalling or reproducing facts and specifics.

2. Comprehension - Interpreting, translating, summarizing, or paraphrasing given material.

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[1] Benjamin S. Bloom (Ed.). Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain. New York: David McKay Co., Inc., 1956.

3. Application - Using material in a different situation from that in which it was originally learned.

4. Analysis - Separating a complex whole into its parts and examining relationships among elements.

5. Synthesis - Combining elements to form a new entity.

6. Evaluation - Comparing, judging, selecting, or determining worth or utility on the basis of certain criteria (implicit or explicit, subjective or objective).

AFFECTIVE (Feeling) - Behavior having to do with emotional or feeling responses to an object of experience (thing, idea, process, subject, situation, another person, oneself, etc.) and all the complex perceptions, attitudes, characteristics, and behaviors associated with seeking, accepting, and incorporating or avoiding and rejecting the object.

It should be obvious that when we encounter a human being in action we are not confronting one domain in isolation but rather the complex interaction of all three domains. This is particularly true when we deal with such higher order activities as problem-solving, decision-making, and creativity, which are as much affective as cognitive. It should be obvious, too, that affect (feelings) is present with either cognitive or psychomotor activity. We have feelings about what we are doing (or what is being done to us) and develop attitudes toward the experience. If an experience is pleasant, enjoyable, or rewarding, we develop positive attitudes toward it. If it is painful or unpleasant, our reactions will be negative, and in the future we tend to dislike, avoid, or reject whatever was associated with the experience. If an experience means little or nothing to us, it is neither positive nor negative and acquires neither an attractive nor an aversive quality. In short there is little affect or effect.

TWO DIMENSIONS OF EXPERIENCE

The relationships among positive or negative experiences, attraction,

aversion, importance, and meaning can perhaps be shown more clearly in the following graph (Figure 1). On the horizontal dimension we have Positive/Attraction at one end, with Indifference in the middle and Negative/Aversion at the opposite end. The continuum runs from strong to weak positive or attraction through weak to strong negative or aversion. On the vertical dimension we have Central to Self or Meaningful at the top and

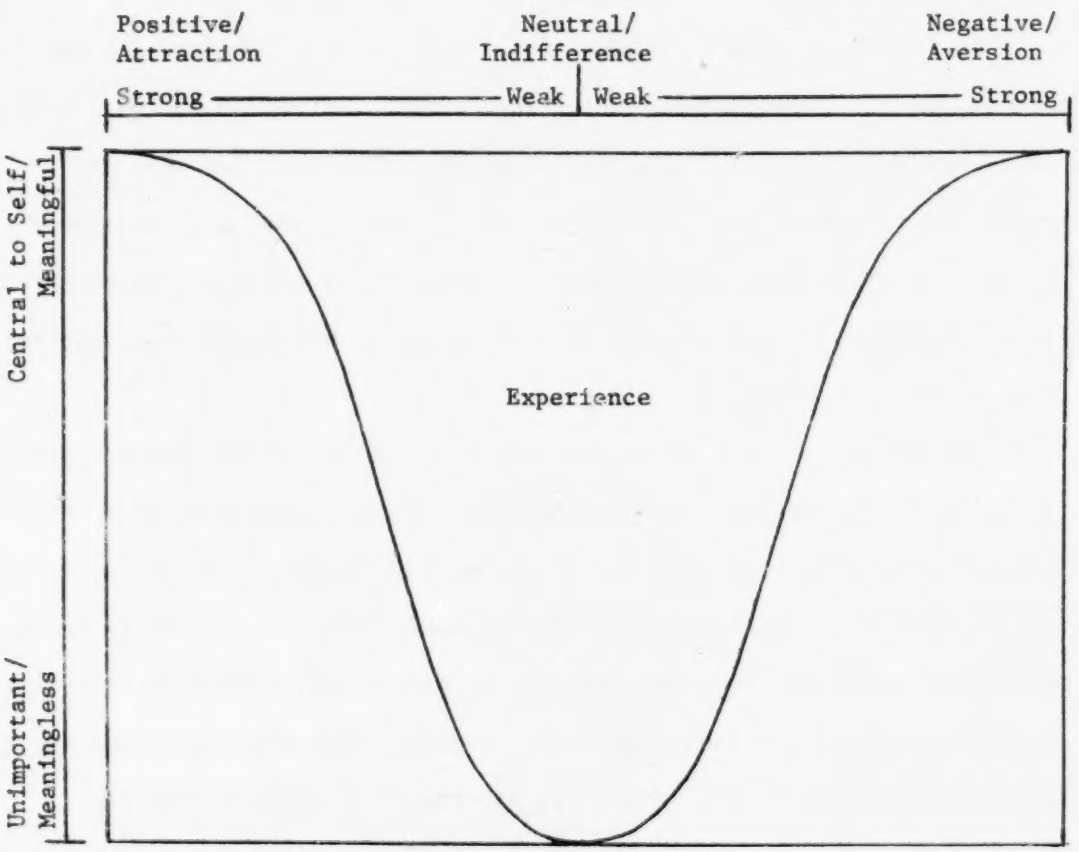

Figure 1. Two Dimensions of Experience.

Unimportant or Meaningless at the bottom.

The relationship between the two dimensions is shown by the curved

line representing experience. If something has no meaning or importance for a person, his reaction is likely to be one of complete indifference, neither positive nor negative. If an experience is either positive or negative, it becomes meaningful. As something takes on meaning for a person, his reaction will move up the vertical scale, following the curve to the left or right, depending on whether the experience is positive (pleasant, enjoyable, rewarding, exciting, challenging, etc.) or negative (unpleasant, punishing, threatening, anxiety-producing, etc.).

If education focuses on lower level cognition of factual material (knowledge and comprehension) that means little or nothing to the student, and then punishes him for showing a lack of interest or for poor performance, the student's experience and feelings are likely to move from the lower central portion of the graph toward the upper right portion. School takes on more meaning for the student, but as an unpleasant experience, one to be avoided if possible, or tolerated at best.

Too often as educators we feel it is our objective and responsibility to teach facts, subjects, or courses, not students. But even if we feel these are legitimate objectives, we are kidding ourselves if we think they can be achieved by requiring students to memorize material that is not meaningful to them. We need, instead, to assist the student in expanding his awareness and in finding personal meaning. This means building on what is meaningful to the individual student, not teaching what is meaningful to us.

This does not mean that we should always try to please or entertain the student. Some activities are uninteresting or aversive at first, but once the person begins to achieve understanding or experience the rewards of success, they become interesting and attractive. If this transfer from

one side of the graph to the other is not made soon, however, we had better reassess what we are doing to the student.

KRATHWOHL, BLOOM, AND MASIA'S TAXONOMY OF AFFECTIVE OBJECTIVES

For those readers who are familiar with Krathwohl, Bloom, and Masia's classification of affective objectives,[2] a brief discussion of its relation to the two dimensions of Figure 1 might be helpful. According to Krathwohl et al, the following categories "are intended to be hierarchical in order, arranged along a continuum of internalization from lowest to highest [p. 95]."

1. Receiving (attending)
2. Responding
3. Valuing
4. Organization
5. Characterization by a value or value complex

In other words, these categories theoretically describe a process (series of experiences) that occurs in sequence and over time. A person must first receive something, respond to it, value it, organize it into his value system, and finally behave in a manner that is consistent with this system. It is unlikely that the thing experienced will be incorporated beyond level 2, however, unless the experience is relatively high on the vertical dimension of Figure 1. Even at levels 1 and 2, the extent to which a person attends to, is open to receiving, or responds to some-

[2] David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 2, Affective Domain. New York: David McKay Co., Inc., 1964.

thing is directly related to its importance or meaningfulness to him.

Krathwohl et al do not deal directly with the positive/attraction - negative/aversion diemension. Their focus appears to be on education in the traditional sense of information transmission; i.e., they describe the first step as being crucial "if the learner is to be properly oriented to learn what the teacher intends that he will [p. 175]." The approach implied appears to be one of developing acceptance of what the teacher wants to teach, in hopes that it will become meaningful, as opposed to building on what is already meaningful and important to the learner. Suggestions they give the teacher for achieving willingness to receive, satisfaction in response, acceptance and commitment to a value, etc., are clearly on the side of positive affect.

When considering their taxonomy, however, and the outcomes (not necessarily objectives) of education, the negative/aversion aspect of affect should also be examined. It is important to understand how both negative and positive affect develop. A person will probably be highly aware of something that is threatening, painful, or aversive, and may respond to it quite actively. The more aversive, the more likely it will be incorporated into his value complex as something of negative value and the more consistent his behavior toward it. Problems created by negative affect (i.e., negative attitudes toward school, low self-esteem or self-confidence, acting out behavior, etc.) consume too much time in too many schools.

THE SELF AND A MORE COMPLETE TAXONOMY

Although Krathwohl, Bloom, and Masia's taxonomy is useful in developing certain affective objectives, it can lead to a restricted view of affective behavior. We need to examine the self more closely, as it is formed

through experience and as it interacts with, interprets, and determines experience. A more complete understanding of these phenomena will provide a better basis for the development of affective objectives.

The self is difficult to define. What I refer to when I say "I" or "me" is that which identifies me as a unique individual, different from all other human beings yet sharing certain things with all mankind and other things with particular groups or persons. Yet I know that who I am, my true self, is known to no one, not even me. I will never completely know the inner self. But I assume it is the source of things about myself I do not understand--needs, motivations, urges, impulses, fears, anxieties, etc.

When I describe my self, I may distinguish between the "social self" and "private self." The social self is that part of me I disclose to others or the self I try to be to please others, whereas the private self is the part I prefer to keep to myself. I may have many different social selves, each dependent on the expectations, demands, or preferences of the person or group I am relating to at the time and the impression I want to create. In any case, I describe my self by referring to such things as abilities, goals, ambitions, values, standards, likes, dislikes, interests, needs, fears, anxieties, characteristics (i.e., creative, conservative, nervous, loyal), etc.

Still another part of the self is the "ideal self," the kind of person I would like to be, with the combination of qualities I would like to have. My ideal self is based largely on values, standards, principles, role identification, heroes, etc., and helps to determine my goals, aims, and ambitions.

The more central something is to the self (private, social, or ideal),

that is the more it is consistent with or in conflict with one's interests, expectations, needs, desires, concepts, beliefs, values, standards, and goals, the more meaningful it will be. It is such aspects of the self that very often determine both whether something will be perceived and how it will be perceived. A person attends to those things in his environment or seeks experiences that will contribute to the fulfillment or confirmation of his self. Experience is not only selected but may even be, and often is, distorted to satisfy this need. By the same token, a person may actively avoid or aggressively attack something which threatens or contradicts the self.

The self, then, consists of a complex patterning of behavior both resulting from and influencing a person's reactions to experience (see Figure 2). If we do not understand these phenomena and focus only on observed behavior, we are dealing only with symptoms, not with causes. In affective education (which is all education), we have to be concerned with the ways in which this patterning of behavior predisposes the individual to react to different objects, situations, or events, as well as with the ways in which the self is patterned or molded by experience.

Experience is primarily affective. A person may process the experience cognitively (i.e., recall it, analyze it), but his response is basically a feeling response. Column 1 of Figure 2 lists a number of different kinds of feelings and perceptions, which can be examined in terms of the dimensions in Figure 1. Feelings and perceptions are inseparable, and complex in their interaction. Feelings are directly related to perceptions of an experience, which are influenced or determined by the person's expectations, needs, attitudes, beliefs, values, goals, etc. (all of Columns 2, 3, and

A person has EXPERIENCES (Feels, Perceives)	which result in and are influenced by DISPOSITIONS TO ACTION (Acquires)	PERSONAL GUIDING SYSTEMS (Possesses)	ACTION ORIENTATIONS (Seeks)	which lead to ACTIONS (Does)
satisfying	expectations	constructs	goals	seeking
pleasing	responsibilities	beliefs	objectives	searching
enjoyable	obligations	values	intentions	exploring
interesting	sanctions	standards	purposes	pursuing
meaningful	concerns	principles	aims	approaching
stimulating	sentiments	ethics	aspirations	accepting
encouraging	interests	mores	ambitions	adopting
supporting	needs	philosophies	etc.	incoporating
reinforcing	desires	ideals		enjoying
rewarding	preferences	customs		appreciating
fulfilling	likes/dislikes	traditions		valuing
enhancing	inhibitions	self-image		approving
surprising	attitudes (such as)	role concept		supporting
provoking	satisfaction	etc.		sharing
challenging	appreciation			trusting
boring	acceptance			risking
uninteresting	tolerance			creating
irrelevant	respect			imagining
insignificant	attraction			planning
unfulfilling	curiosity			organizing
contradicting	anticipation			preparing
shocking	hope			rehearsing
violating	faith			examining
offensive	confidence			analyzing
frustrating	trust			interpreting
disappointing	apathy			evaluating
discouraging	indifference			judging
depressing	disappointment			verifying
painful	indignation			tolerating
threatening	resentment			ignoring
embarrassing	anger			avoiding
belittling	hostility			withdrawing
insulting	hate			disapproving
humiliating	fear			punishing
degrading	guilt			attacking
etc.	shame			rejecting
	rejection			etc.
	revulsion			
	anxiety			
	futility			
	despair			
	resignation			
	suspicion			
	distrust			
	etc.			

Figure 2. Dynamic Aspects of the Self, A Taxonomy of Affective Behavior

4). As can be seen in Column 1, some experiences are more meaningful than others, some reflect positive feelings or perceptions, some negative, and some neutral.

Column 2 consists of more enduring reactions based on an experience or series of experiences. They serve as Dispositions to Action, predisposing a person to perceive and to react in certain ways in the presence of given stimulus objects or situations.

Still more enduring and more central to the self (often his most important possessions) are the Personal Guiding Systems in Column 3. These are the guidelines the person uses in managing and directing his own life and against which he evaluates or judges himself and others. In interaction with and often mediating the Dispositions to Action, they provide the basis for development of the Action Orientations (Column 4), which orient the person toward given ends and provide the major stimulus to Action (Column 5). His Actions are experienced (Column 1), and the cycle begins again.

There is an increasing amount of cognition in interaction with affect as one progresses from Experience to Dispositions to Action to Personal Guiding Systems to Action Orientations. All of these are fundamentally affective, however, in that they are directly related to the dimensions of experience in Figure 1. If something is not meaningful to a person, he is not likely to develop concerns, interests, or attitudes toward it, and it is not likely to be incorporated in his system of constructs, beliefs, values, goals, ambitions, etc. A person also has positive or negative feelings toward his own dispositions to action, personal guiding systems, and action orientations, as well as his actions. It would be redundant to say that these are usually central to the self, since they are largely

what constitutes the self.

If we are concerned about learning, we need to be concerned about a person's experience in the learning situation. If we would like his experiences to be more pleasant and meaningful, we need to understand where he is in relation to all of the foregoing. Persons with different expectations, needs, goals, values, etc., may have quite different experiences in similar situations.

If we want to understand a person's actions (observable behavior), we need to be aware of the experiences (perceptions and feelings), needs, attitudes, beliefs, values, goals, etc., that led to and resulted in the behavior. These can often be inferred, but our data may be more accurate and complete if we explore these areas with the person himself. We need to take all this into consideration when setting objectives for (or preferably with) another person and when assessing his progress and performance in his learning program.

THE OBJECT OF AFFECT

In developing a learning program, one of our objectives should be to design educational experiences that are both meaningful and positive to the student (Figure 1). We also need to consider the extent to which we should facilitate or influence the development of dispositions to action, personal guiding systems, action orientations, and actions (Figure 2) that will effectively serve the needs of both the individual and society.

The question we have not yet addressed is what objects of affect should we be concerned with in education. A person experiences his own action, the action or attitude of someone else, a threatening or challenging situation, or a beautiful painting or piece of music. The "something"

experienced is the object of affect. A person develops attitudes toward school, toward a given subject or teacher, toward authority figures, or toward himself. These too are objects of affect. He develops beliefs about something; values, goals, and ambitions with regard to something; the predisposition to act or behave toward something in certain ways; and so on. The "something" in each case is an object of affect.

In most lists of priorities in education, self-concept is number 1. When we consider the self as the object of affect, we are concerned with the way in which the person feels about himself, how much self-confidence, self-reliance, self-direction, self-discipline, and self-control he has, etc. We are also interested in what he believes about himself, what he values in himself, what he likes about himself, what obligations he feels to himself, and the kind of person he would like to be or become.

It might be helpful to list examples of objects of affect frequently found in education.[3] The reader can expand this list and relate it to Figures 1 and 2 as he considers the implications for education.

1. Self (i.e., self-awareness, self-concept, self-understanding, self-respect, self-acceptance, self-direction, self-reliance, self-control, self-discipline.)

2. Others (i.e., friends, acquaintances, strangers, family, specific groups, other cultures, other religions, other races, other nationalities.)

3. Society (i.e., its institutions, laws, rules and regulations, values, standards, sanctions, expectations, problems, hypocrisies, inequities.)

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[3]See Wight, A.R. Affective Goals of Education. Monograph. Interstate Educational Resource Service Center, Salt Lake City, Utah, November, 1971, for a comprehensive survey and discussion of affective goals.

4. Learning (i.e., school, specific subjects or subject-matter, rules and regulations, discipline and control, methodology, teaching style, expectations of students, the student role, life-long learning.)

5. Work (i.e., specific occupations, physical labor, productiveness, accomplishment, skills, creativity, organizations, management, supervisor-subordinate or employer-employee relations.)

6. Leisure Time (i.e., hobbies, recreation, sports, entertainment, interests.)

7. Aesthetics (i.e., beauty, art, painting, sculpture, dance, music.)

8. The Natural World (i.e., ecology, environment, natural resources, wild-life, pollution.)

9. Life (i.e., meaning, purpose, change, adversity, uncertainty, ambiguity, frustrations, opportunities.)

Although objects of affect such as those listed are commonly found in educational objectives, they are not always identified. For example, objectives might be concerned with becoming aware of one's feelings, perceptions, expectations, needs, and attitudes; clarifying one's beliefs and values; learning to set realistic goals; or examining the consequences of one's actions. With these objectives, the student provides the objects (the things that concern him).

We need to be aware of the problems and the consequences of deciding which objects will be included. Who should decide, the teacher or the students? What can we expect if the teacher selects objects that are unimportant or meaningless to the students? What are the consequences if the students select objects that are taboo in this society, or if they voice concerns, feelings, attitudes, beliefs, values, and goals that are contrary to those of their parents or society?

CHARACTERISTICS AND ATTRIBUTES

We ascribe characteristics to a person (including ourselves) based on all we know about him (Figure 2), plus what we infer or assume, and judgments we make (from the frame of reference of our own belief and value systems). We say that a person is mature, wise, confident, creative, adaptable, flexible, imaginative, resourceful, conscientious, dedicated, open, sensitive, reliable, responsible, cooperative, warm, tolerant, humane, etc. Or he might be immature, rigid, unimaginative, lazy, apathetic, and intolerant.

A great many characteristics are valued in society, and are frequently listed as goals of education. These characteristics are never directly observed, however, but are inferred from observed behavior or from what the person tells us about himself. If we include them as goals, we need to define them, by giving examples of behavior (from Figure 2) in response to significant objects. It is only through such examples that we can reach agreement on what the characteristic we would like to achieve means.

We need to determine what characteristics are important or essential to the well-being of the individual and society. What behaviors are associated with these characteristics? What conditions and kinds of experiences are necessary for their development? And what do we have to do as educators to create these conditions and to support or promote growth-enhancing experiences?

IMPLICATIONS FOR EDUCATION

If we understand and accept what Figures 1 and 2 tell us about human behavior, we need to begin thinking less about what we would like to teach and more about what the student would like or needs to learn. But who

should decide what he needs to learn? Before we impose our values and biases on him, we should ask ourselves whether we can justify our decisions on the basis of some reasonable certainty of his present and future needs. If he does not recognize these needs or the importance of what we want him to learn, we can see from Figure 1 and Figure 2 what his reactions are likely to be. Rather than force him to learn something because we feel it is important, wherever possible it would be better to expose him to problems and situations that will allow him to discover the needs for himself.

We need to focus less on controlling the student and more on helping him develop self-direction and self-control. We should be aware of the kinds of experiences he is having (Figure 1), and why he is having these experiences (Figure 2). When we focus on direction and control, requiring conformity and passivity, when we require the student to submit to a meaningless, painful, uncomfortable, or threatening experience, what kinds of feelings and reactions can we expect? We cannot say the resulting feelings and attitudes are wrong, or bad, as we too often do. These are normal human reactions, which punished may lead to even more adverse reactions.

There are many ways of coping with painful or threatening experiences. A student might attack the source of the experience, directly or indirectly. Or he might direct his anger and hostility at other, safer targets, perhaps even himself. If attacking is not his method of coping, or if it does not relieve his frustration, or if he is punished even more, he might withdraw. He might drop out altogether, or drop out in spirit.

Another common way to reduce pain is to convince oneself that the object of the pain is unimportant--deliberately and consciously move one's feelings down the curve in Figure 1, from upper right to lower middle.

How many students convince themselves that they should "play the game?" Far more than most teachers would like to admit. And what happens to the student's self-concept when he is forced to submit to activities and conditions he dislikes or finds meaningless, and to live with his own cynicism and hypocrisy?

Some students cope by buying in (or selling out?) to the system. They turn pain into pleasure by seeking the rewards of the system--conforming, feeding back what the teacher wants, competing, and getting grades. But these behaviors, not learning, not originality, imagination, creativity, or self-expression, provide the rewards and thus assume personal meaning to these students. They often resent or feel superior to those who do not conform, and become strong defenders of the system. Should the objective of education be to produce uncreative, conforming, and sometimes arrogant and conceited intellectuals?

The system fails, also, with far too many bright, creative individuals. Conforming, competing, and getting grades are not rewarding to them. These experiences are distasteful and aversive. They can tolerate a system only so long that denies them the opportunity for meaningful experiences or punishes them when they attempt to engage in activities that are important to them. Ultimately they must drop out.

Young children don't start out with an aversion to learning and a low self-concept. These are learned somewhere along the way. Children begin with curiosity, joy in learning, and openness. But we soon teach them that curiosity is wrong because they are supposed to be doing what someone else wants them to do, that learning is a drudgery, and sometimes painful, and that it is not safe to be open, that one should keep his true thoughts

and feelings to himself. These children are not failing. We as educators have failed them.

We usually manage to convince the child that performance in the very narrow range of low-level cognitive abilities normally stressed in school is of prime importance in evaluating a person's worth. Children begin to feel that it is good to be "smart" and bad to be "dumb," and do not realize that these judgments are based on a very small portion of a person's total abilities and attributes. How important is the ability to memorize and recall what the teacher teaches as compared with creative problem solving, goal setting, self-direction, concern for others, and other abilities or characteristics seldom included as objectives in the classroom?

We too often focus on win-lose competition in the classroom, pitting one student against another, with little consideration of the consequences. We emphasize and reward "getting the highest grade," "being at the top of the class," "winning in competitive activities," but we seldom consider what happens to the losers--those who are not at the top. The losers invariably suffer some loss of self-esteem or develop negative attitudes toward the school situation. How can we develop concern for others and learn to work effectively with others in cooperative activities if we are constantly competing?

How many teachers justify placing students in win-lose competition or judging them in relation to their peers' performance by saying "we have to prepare them for the real world," or "we are obligated to let them know where they stand in relation to others' performance and abilities?" What the teacher is saying is that we have to let the child know early in life that he is inadequate, inferior, and a failure so that he can begin pre-

paring for his future failure as an adult. There is considerable evidence that building confidence and self-esteem is far more effective in preparing a person to cope with failure and adversity.

Younger students in particular tend to incorporate others' (especially significant adults') evaluations. If the student is told repeatedly (directly or by implication) that he is stupid, slow, inferior, or a bad person, he soon accepts this evaluation. This is the message he receives when he is given low grades or told that his work is inferior to that of other students. It is a painful experience, and feelings of aversion will develop, but they may be directed more toward himself than the teacher and the situation. He may even like the teacher who unknowingly is teaching him to hate himself, and he may become increasingly dependent on the teacher who erodes away his self-confidence, dignity, and self-respect.

What has been gained if we convince a student that he is a misfit or unfit, not the kind of person society wants or values? Can we expect him to meekly sit at his desk, where he is continuously reminded of his inferiority, without complaining, getting angry, or striking out against something or someone? We are obligated to consider and treat each student as a person of individual worth, and to help him discover what is meaningful to him, to experience success, and to develop a growth-enhancing rather than a self-destructive pattern of behavior.

As educators it is our responsibility to help each student prepare for his life and work, by helping him develop his unique potentialities. We need to focus on what is meaningful to him. We need to interact with him in terms of where he is at the time, not where we feel he should be and not in terms of where the majority of the class might be. We need to

build on his interests, needs, goals, and ambitions; stimulate his curiosity; encourage him to explore, to experiment, and to risk; help him learn from his own mistakes, test his own theories, solve his own problems, and evaluate his own solutions. Above all, these should be positive, rewarding experiences. It is only through such experiences that he can grow into a healthy, self-accepting, mature person.

As educators we must face up to the fact that what we are doing in most schools is dooming a sizable percentage of our young people to failure and inhibiting or distorting the growth and development of many more. It is only through attention to the affective in education that we can be reasonably sure of developing the interest in life-long learning, the self-confidence, the self-esteem, and the human qualities that are necessary for success and happiness in today's world.